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ABSTRACT

This document discusses the goals and efforts of the California Community College Trustees (CCCT) in promoting diversity in the system's students, staff, and faculty. Goals include: (1) holding conferences and seminars that assist local colleges in addressing diversity on their campuses and model a value for diversity; (2) paying attention to the implications of diversity issues in research and policy analyses; (3) representing local college perspectives to state and federal government and agencies, supporting policy that values diversity and empowers local districts to value diversity; (4) creating content in publications and other communications that assists local colleges in addressing diversity and models diversity; (5) ensuring that all partners, services, and programs support diversity; and (6) conducting procedures and operations in a diversity-friendly manner. Local Board policy statements are also listed, including those for student success, community value, college operations, human resources, student recruitment and support, and education programs. Examples of these amended policy statements include: (1) degree and certificate programs will be offered that are relevant to and current for the needs of the students and community; and (2) the criteria used to recruit and enter into business partnerships shall include support for minority- and women-managed and -owned businesses. Possible measures or indicators that might be used to monitor policies are also included (JA)

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Achieving
the
Diversity Commitment

A Policy and Resource Paper
of the
California Community College Trustees

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CALIFORNIA COMMUNITY COLLEGE TRUSTEES
ACHIEVING THE DIVERSITY COMMITMENT

The California community colleges represent and serve one of the most diverse populations in the world in terms of race, ethnicity, language, culture, national origin, socio-economic class, age, physical ability, sexual orientation, and religious beliefs. The 2000 census revealed that there is no longer a majority ethnic group in California; non-Hispanic Whites are 49.85% of the population, Hispanic 31.56%, Asian/Pacific Islander 12.1%, Black 7.5%, and American Indian .01% (Sacramento Bee, 8/30/00). The state will continue to include many cultures, values, and backgrounds.

The vitality and stability of California will thrive in direct proportion to its ability to foster productive citizenship in this diverse, multicultural environment. The community colleges play a major role in ensuring educational opportunity and success for all of California's people, and have increased access to and success in higher education for many under-represented groups. However, there are still many areas of concern. In general, African-Americans, Latinos and males fare less well than Whites, Asians and females on most measures of student success. People of color continue to be underrepresented in the faculty and administration, although the proportion of women has increased in the last decade (Kitano, Ochoa, and Piland 2000).

The California Community Colleges Board of Governors affirmed its Commitment to Diversity in 1999, adopting goals and objectives for the system that addressed success for all students, the diversity of faculty and staff, a campaign to promote public awareness of the value of diversity, and obtaining additional resources to support the plan.

The California Community College Trustees Board of Directors supports the California Community Colleges Commitment, and in fulfilling its responsibility to represent and assist local districts, CCCT:

- Establishes expectations that the League include diversity values in achieving its goals, and
- Encourages local boards to adopt and monitor policies that support the Commitment.

CCCT PLEDGE TO ACTION

The duties and powers of the CCCT Board of Directors for the Community College League are listed in its governing policies. The duties include managing its own operations and establishing policies on statewide issues of governance, education and fiscal, trustee education, board/CEO relations, legislation and other matters of interest. The powers include reviewing and commenting on the programs of the League and approving co-sponsorships or endorsement. The CCCT board also works in partnership with the Board of Governors, representing the local district perspective in California's bilateral system of governance.

The CCCT board is committed to valuing diversity in its own board operations, including the conduct of its meetings and treatment of members. Decisions made in the course of performing its duties and exercising its powers as a board of the League will include consideration of diversity values.

League Goals and Operations

The CCCT board upholds the values expressed in the League's mission statement, including accomplishing the mission in a manner that values the "diversity within the governing boards, student bodies, faculty and staff of the colleges."

The CCCT board encourages the League to include diversity values in the process of achieving the goals of the League, as follows:

Education and Development
League conferences, workshops, educational publications, and seminars should include content that assists local colleges in addressing diversity on their campuses, as well as modeling a value for diversity.

Research and Policy analysis
Research and policy analyses of the League should include attention to the implications of diversity issues.

Governmental Affairs
Representation of local college perspectives to state and federal government and agencies should support policy that supports diversity values and/or that empowers local districts to support diversity.

Communications
The publications and other communications of the League should include content that assists local colleges in addressing diversity on their campuses, as well as modeling a value for diversity.

Special Services
The special, coordinated programs and services and related partnerships should include consideration that diversity values are supported and that those with whom the League partners also support diversity.

Association Operations
The procedures and operations of the association shall be conducted in a manner that supports diversity values.

Partnering with the Board of Governors

The CCCT board also works in partnership with the Board of Governors. As a partner, it supports the *California Community Colleges Commitment to Diversity* and supports the Board of Governors efforts to ensure that it is fulfilled. To that end, it will:

- Seek updates from the Board of Governors on the four policy goals identified in the *Commitment*,
- Engage in discussions with the Board of Governors to identify policy barriers and shared strategies to help fulfill the *Commitment*, and
- Support system requests for funding the *Commitment*.

In addition, the CCCT Board of Directors encourages local districts to ensure that their policies support diversity values and the success of all of California's citizens, in a call for local action.

A Call For Local Action
Local Board Policies

Board leadership is essential to promoting understanding and celebrating diversity, and breaking down attitudinal, economic, and cultural barriers to full participation by all people in our society. Boards lead through the values they espouse and exhibit and the policies they make. Below, we identify some policy issues and provide sample policy statements. Examples of possible measures or indicators that might be used to monitor the policies are also included. The actual policies adopted and measures or indicators used will vary from district to district depending on local needs and the availability of data.

General Diversity Commitment Policy

The governing board establishes broad expectations and standards for the direction and values of the district. A general policy statement on diversity might read something like:

> *The Board of Trustees is committed to equality, values the diversity of the district's students, faculty, staff, and people with whom it does business, and believes in the importance of a multicultural education to prepare students for a global society. It is committed to non-discrimination policies and procedures. The board believes that the district must be success oriented and expects that the learning environment is one in which all students can succeed and are free from harassment due to race, ethnicity, religion, disability, or sexual orientation.*
>
> *The board affirms that the district will not discriminate on the basis of gender age, race, ethnicity, disability, and sexual orientation.*

More specific policies further define board expectations and standards. The following discussion is divided into two general areas: 1) policies that address student success and the value added by the college to the community, and 2) policies that address college operations, including planning, human resources, student outreach and support services, climate and curriculum.

Student Success

Student success — student learning and achievement — is the primary focus of the institution's efforts. At the individual level, success is defined by each student benefiting from the community college education and achieving his or her own goal. Institutionally, student success is often defined and measured as ensuring access and measuring overall goal achievement, including degrees and certificates, transfer, workforce development, and basic skills.

Access Policy

Community colleges are proud of their mission to provide access to higher education for all people in the community and board policy on access reinforces this mission. An example of a basic board policy goal is:

> *The District provides access to community college education to those in its region. Efforts shall be made to ensure that student body reflects the demographic characteristics of the region's adult population.*

Boards may wish to further define the goal by discussing distance learning or the creation of centers throughout the district, as appropriate. They may have policies that ask the district to target and develop

linkages with neighborhoods in which higher education is not supported or is not seen as an option (see Student Outreach operations goal discussed later).

Boards may also wish to further define the demographic characteristics with which they are concerned (e.g. age, disability, ethnicity, race, gender, etc.).

Monitoring Access Achievement

Monitoring the access goal generally involves using a participation rate, which is the percentage of the adult population that is enrolled in the college. Assessing the adequacy of the participation rate may include comparing the rate to that of nearby or like districts or the statewide average.

Monitoring the proportions of students in demographic categories is accomplished by comparing them to the proportions in the adult population in the community.

Student Goal Achievement: Degrees and Certificates Policy

While not all students are seeking degrees or certificates (many students achieve their goals by taking courses that fulfill immediate needs), the number of degrees and certificates awarded is a significant indication of institutional effectiveness in enabling students to achieve a planned course of study. Boards may wish to set policy that degrees and certificate achievement is important and that the achievement is shared across demographic groups. A policy statement example is:

> *Degree and certificate programs will be offered that are relevant to and current for the needs of the students and community. Efforts shall be made to ensure that student achievement rates of degrees and certificates is comparable to like institutions, and that the rates are balanced across student demographic groups.*

Monitoring Degree Certificates Achievement

Progress on this goal may include trends in the number of degrees and certificates awarded and/or comparing the number of those awarded to regional or state averages or like colleges. Monitoring commitment to diversity includes comparing the proportion of degrees and certificates earned by various student groups to the proportions in the student body or other relevant comparisons.

The state's Partnership for Excellence program includes a goal to increase the overall number of degrees and certificates, and progress on this goal helps colleges fulfill their PFE commitment.

Student Goal Achievement: Transfer Policy

The community college is a major entry point for many students who would not otherwise seek college degrees. It is imperative that all groups have equal opportunity to transfer to baccalaureate level institutions. While opportunity to transfer is somewhat contingent upon the practices of the receiving institutions, board policy establishes the importance of the transfer function. An example of a policy goal:

> *District students will have the skills and knowledge required to transfer to and succeed in baccalaureate institutions. Efforts shall be made to ensure that the transfer cohort reflects the demographic characteristics of the entire student body.*

Monitoring Transfer Achievement

Transfer success generally involves establishing a transfer rate and comparing the rate to some benchmark, such as rates in prior years, the state average, or rates at similar colleges. Transfer success is also monitored by comparing transfer GPAs of the colleges' students to those of students who started at the transfer institution. Monitoring the success of diverse groups of students involves comparing their proportion in the transfer pools to the general population of students or those who declared transfer as a goal.

The state's Partnership for Excellence program includes a goal to increase the overall number of transfers to the University of California, California State University and independent and out of state institutions, as well as a subgoal to increase the number of transfer ready students. Progress on these goals helps colleges fulfill their PFE commitment.

Student Goal Achievement: Workforce Development Policy

A significant measure of student success is the ability to obtain and succeed at meaningful employment as a result of the community college education. Not all groups currently share in California's strong economy. For instance, in 1998 Latinos accounted for 28% of the state's labor force but earned only 19% of its aggregate income. Community colleges can address the inequity by having policies to strengthen workforce training for specific groups.

> *Students of the district shall be able to gain the skills and knowledge necessary to obtain jobs that require postsecondary training and education. Efforts shall be made to ensure that the rates of skill and job attainment shall be proportionate across diverse groups of students.*

Monitoring Workforce Development Achievement

Many indicators of success may be used in skill and job attainment, including the achievement rates of certifications and degrees in vocational education areas mentioned above. In addition, licensure exam scores, job placements rates, salary levels, and employer satisfaction surveys are possible measures. Measures of the success of diverse groups of students could be compared to the general population of students achieving these goals.

The Partnership for Excellence goals in workforce development include an increase in the number of successfully completed apprenticeship courses, an increase in the number of advanced and introductory vocational course completions, an increase in the number of individuals benefiting from training through contract education, and an increase in the number of individuals receiving fee-based job training. These measures may also be gathered according to student group.

Student Goal Achievement: Basic Skills Policy

Community colleges have been "second chance" institutions, providing courses and services that raise the level of literacy and prepare students for college-level work. The skills include reading, writing, basic math, thinking, and problem solving. In addition, some colleges may set standards for computer literacy as a basic skill. A policy example is:

> *Students in the district will be able to gain the skills necessary to succeed in college-level work and in the workplace. Efforts shall be made to ensure that students from diverse demographic groups have success rates that parallel the population of basic skill students.*

Monitoring Basic Skills Achievement

A number of measures are possible, including looking at the proportions of students enrolling in and successfully completing basic skills or other specific courses and comparing the performance of demographic groupings of students. Or, the PFE goal could be used as a measure.

The Partnership for Excellence program includes a goal that there will be an increase in the number of students completing coursework at least one level above their prior basic skills enrollment.

VALUE ADDED TO THE COMMUNITY

Colleges add value to their communities through economic development and contributions to cultural and civic life. Incorporating diversity values in these efforts increases the ability of California's people to thrive in today's multicultural society.

COLLEGE GOAL ACHIEVEMENT: ECONOMIC DEVELOPMENT POLICY

Economic development is one of the three primary community college missions. The mission is achieved through workforce development programs that teach students the skills they need to make a decent living, as well as through the partnerships and contracts that college enters into with local businesses to provide training and other services. Workforce development was addressed earlier. A policy statement related to economic development might be:

> *The criteria used to recruit and enter into business partnerships and contracts shall include support for minority and women managed and owned businesses. Contract education and the provision of other types of training shall include outreach to underrepresented groups in businesses and the community.*

Monitoring Economic Development Achievement

This policy goal could involve comparing the percentage of businesses that meet the definition of minority and women managed and owned with which the district partners to the percentage of those businesses in the community. The percentage of underrepresented people in contract training courses could be compared to the percentage of the people in the company's workforce.

A Partnership for Excellence goal related to workforce and economic development is an increase in the number of California businesses benefiting from training through contract education

COLLEGE GOAL ACHIEVEMENT: CIVIC AND CULTURAL LIFE POLICY

Community colleges add benefit to their communities through service learning, community leadership, cultural events (art and performance), and partnerships with civic organizations and local government. Boards may have policies that establish contribution to the civic and cultural life of the community as a broad goal. The broad goal could be further defined to incorporate attention to diversity in the contributions. For instance:

> *The district shall provide events that are open to the community and that contribute to its civic and cultural life, including promoting human dignity and mutual appreciation for the contributions of all groups.*

Monitoring Civic and Cultural Life Achievement

This goal may include a report of the various activities of the college that are open to and provide service to the community, include those that address diversity or serve diverse populations.

The above student success and community benefit policies may be sufficient as board direction, since to achieve them implies that college staff must consider diversity values in the programs and operations of the colleges. However, boards may wish to adopt policies that establish specific standards and measures in these areas, outlined below.

COLLEGE OPERATIONS

The manner in which the colleges conduct their business reflects their values, including their support for diversity. The values are reflected in planning and creating a climate that supports diversity, ensuring the diversity of the faculty, administration and staff, providing for outreach and support for diverse students, and incorporating multicultural aspects into the curriculum.

PLANNING POLICY

The Board of Governors and Chancellor's Office requires districts to engage in planning, including developing a Student Equity Plan. Local boards may also require strategic planning, contribute to the development of the policy goals (see above), set standards for the planning process, and adopt the vision, mission and broad policy goals that result from planning. As part of their general policies on planning, local boards may reinforce the importance of addressing diversity issues in planning, e.g.

> *College and district planning processes shall include systemic approaches to assuring the success of a diverse student body, including the campus climate, the diversity of the staff, and professional development. The board affirms its support for the intent of the Board of Governors Student Equity Policy to ensure the various programs and services of the college work together for student success.*

Monitoring Planning

This policy may include a report to the board that highlights the planning processes, the linkages between various types of plans, and the extent to which diversity is addressed in the plans.

CAMPUS CLIMATE POLICY

Healthy college campuses have educational climates that support diversity, civility, and tolerance for differences. They discourage bigotry, hate, and harassment. A sample policy stating expectations for campus climate may be:

> *The district shall provide an education environment that is welcoming and supportive of all participants, regardless of race, ethnicity, gender, disability, sexual orientation or religion. The environment shall be such that students and employees can learn and work together in an atmosphere that is productive and free from harassment, exploitation, hate crimes, and discrimination.*

Monitoring Campus Climate

The implementation of this policy could include: a succinct report of activities and regulations that address campus climate and promote tolerance, a periodic survey of the campus climate, and/or trends in reports of negative occurrences and how they are addressed.

HUMAN RESOURCES POLICIES

RECRUITMENT AND HIRING POLICY

In 1998, the full-time faculty of the colleges was 76% White, 6% African-American, 10% Latino, 6% Asian, and 2% other. The administration was 68% white and 32% people of color. These numbers are disproportionate to the population of California (see introduction) and the student demographics of the community colleges (43% White, 24% Latino, 13% Asian and Pacific Islanders, 7% African American, 3% Filipino, and 1% Native American).

Having highly qualified, diverse faculty, classified staff, and administration is essential to creating an environment that supports success for all students. Employees who reflect the many faces of California bring richness to the college. Therefore, boards may wish to affirm their support for equal opportunity and support proactive efforts to attract and retain a diverse staff. A sample policy might be:

> *The full and part-time faculty, administration, and staff should reflect the diversity that exists in the community and/or student body to the extent possible. Staff recruitment and hiring procedures shall include processes that enhance the success of applicants from underrepresented groups.*

Monitoring Recruitment and Hiring

The implementation of this policy may include receiving reports that describe the recruitment process, provide percentages of underrepresented candidates in hiring pools and percentages of those candidates who are hired, and analyze barriers to increasing staff diversity and institutional response to the barriers.

RETENTION AND SUPPORT POLICY

Once new staff members are hired, colleges have the responsibility to provide an environment and training for success. Boards may wish to have a policy standard that:

> *The district shall provide support that enhances the success of newly hired faculty, administrators and staff, particularly those who are new to community colleges and/or are from underrepresented groups where attitudinal or environmental barriers to their success may exist.*

Monitoring Retention

This policy may include reviewing a report that summarizes internship programs, professional development, and other support opportunities for new staff members, and/or a report of retention and promotion rates of staff, faculty, and administrators that compares underrepresented groups with all staff.

Professional Development Policy

Achieving operational goals in the areas of campus climate, programs, and curricula depend in part on professional and organizational development opportunities that address the implications and value of diversity. However, boards may wish to establish a policy standard that specifically addresses professional development, e.g.:

> *Organizational, professional, and staff development opportunities shall be provided that foster sensitivity to and understanding of the diverse academic, socio-economic, cultural, disability and ethnic backgrounds found in California's communities and college student bodies.*

Monitoring Professional Development

This expectation could be done by receiving a succinct summary and evaluation of relevant offerings.

Treatment of Personnel Policy

A significant component of the "general commitment" policy discussed above and/or a campus climate that supports diversity, is the way that administrators, faculty, and staff are treated as employees. The policies and procedures of the district should ensure that people are treated fairly, equitably, and with dignity.

> *The board expects that personnel policies and procedures ensure people are treated with dignity and that there is equal opportunity and freedom from discrimination or harassment due to race, ethnicity, religion, disability, or sexual orientation.*

Monitoring Treatment of Personnel

Treatment of personnel can be accomplished through looking at trends in employee grievances and recognition programs, as well as by a study session to review the policies and procedures to ensure they meet the standard.

Student Recruitment and Support Policies

Student Outreach Policy

Many groups in community colleges are underrepresented because members of the groups are unaware of college opportunities or do not believe they "belong" in college. Therefore, colleges may be required to make special efforts to reach certain groups of potential students. Boards may wish to establish a policy expectation that:

> *District recruitment efforts should include special attention to recruit and enroll members of historically underrepresented groups in the colleges and in programs in which they have not been well represented.*

Monitoring Student Outreach

Indicators include a summary of special recruitment efforts and the rates of underrepresented students who are contacted, apply, and enroll.

Student Support Programs Policy

Once underrepresented students are enrolled, they often require additional support to overcome barriers. There are a number of state and federal categorical and grant programs that provide for such programs and include activities such as counseling, developing student educational plans, tutoring, mentoring, financial aid, housing, scholarships, book loans, student success courses, etc. Local boards can reinforce those programs and support local college initiatives by establishing a policy standard such as:

> *The district shall ensure that student support programs exist that target underrepresented groups and provide students with the skills for success, and that they are evaluated for effectiveness.*

Monitoring Student Support

Implementation of this policy includes the accountability reports required by state and federal laws and regulations for use of targeted funds. Enrollment, persistence, achievement, and follow-up data on student progress are common indicators used.

Education Programs Policies

Curriculum Policy

The number of colleges that have multicultural components in courses and/or multicultural general education requirements increased in the 1990s. Studies suggest that students learn more in courses with multicultural content and desire opportunities to gain cross cultural competence. Boards of trustees may wish to reinforce the importance of multicultural curriculum by establishing a policy standard such as:

> *Students of the district will be exposed to multicultural issues in the curriculum that will foster their success in California, national, and global society.*

The board may further require that degree requirements include a multicultural component.

Monitoring Curriculum

Implementation of this policy may include a succinct report or study session that discusses multiculturalism in the curriculum and degree requirements.

Teaching and Learning Strategies Policies

The ways in which students learn vary widely and no ethnic, disability, sexual orientation, or religious group of students learns in the same way. However, a wide variety of teaching strategies will foster the success of many different learning styles and will enhance the ability of many different types of students to succeed. In addition, the use of technology in learning has broadened the options available to teachers and learners, as well as created barriers for others.

Boards may wish to establish a policy expectation that

> *The delivery of education in the district shall take into consideration diverse learning styles and modes. The use of educational technology shall consider disability accommodations as well as student's socio-economic ability to access technology.*

Monitoring Teaching and Learning

This may include a study session with the board regarding the variety of teaching and learning modes used and their effectiveness with different groups of students, as well a report of technology implementation and how barriers to its use by students are addressed.

SUMMARY

Ensuring that California successfully accommodates and builds on the strength of all of its people is everyone's responsibility. California's community colleges traditionally have made important contributions to the effort. The California Community College Trustees is committed to continuing and enhancing what the colleges do to support the success of all of their students, and to add value to the communities that the colleges serve.